

# Greenmount Community Primary School

## Policy for the Management of Pupil Behaviour, Sanctions and Rewards

Autumn 2015

review Autumn 2017

**Rationale:** We consider that the best way to encourage high standards of behaviour is with a clear code of conduct, supported by a balanced combination of rewards and sanctions within a positive community atmosphere. Children need to learn to consider the views and feelings, needs and rights of others and the impact of their behaviour on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. Everyone within that community has the right to be safe, happy and successful, and the responsibility to help ensure this. The school's approach to behaviour management further embeds children's understanding of crucial British Values, particularly the Rule of Law. This rationale is enshrined in the school community's Bill of Rights' –

*Teachers have the right to teach  
Children have the right to learn  
Everyone has the right to safety  
Everyone has the right to dignity*

*All of the adults and children at Greenmount have a responsibility to make sure that everybody gets these rights.*

### **Aims:**

#### **Through this policy, we aim to:**

- ensure a purposeful learning environment in which all children are able to achieve
- ensure that all children and adults feel safe whilst at school
- make boundaries and expectations clear, with consistent approaches throughout the school and pre-school
- foster positive, tolerant and supportive attitudes towards others
- ensure that all children and adults are treated with equality and dignity
- encourage increasing independence, perseverance, collaboration and self discipline
- encourage parental/family support for and an awareness of school rules and values
- instil in all children a sound understanding of Democracy and the Rule of Law

### **Guidelines:**

#### **To encourage good behaviour, we will:**

- make clear our expectations through the promotion, explanation and clarification of agreed rules for class and play areas/activities
  1. *Follow adult directions*
  2. *Protect everyone's right to safety and dignity by  
Keeping your hands, feet and objects to yourself  
Not swearing, calling names or hurting each other's feelings.*
- We do this through the 'Good to be Green' system. This system works at 3 levels. Children are taught what each card represents –

### **Green card**

You are...working well and trying your hardest, concentrating on your learning, helping others to succeed, treating others with respect and sticking to it, even if you find it difficult. Your work is so good, you should show someone else.

### **Orange card**

Your behaviour is getting in the way of your learning and disturbing other children when they are concentrating, make the right choices and get back to green. You have been warned.

### **Red card**

This is not good; you have made the wrong choices, despite being warned. You have stopped your teacher from teaching and your friends from learning. You must now leave the classroom and face the consequences.

Through this system we aim to –

- encourage socially acceptable behaviour by promoting mutual respect
- encourage children to take responsibility for their own actions
- set, by example, standards of behaviour
- praise good behaviour and support the development of self-esteem, confidence and feelings of competence
- work with parents, keeping them informed and encouraging celebration
- not use physical punishment such as shaking or smacking – children are never threatened with this
- use physical restraint only to prevent children from causing harm to themselves or others, in accordance with our policy.

### **To celebrate good behaviour across the school, we will:**

- use verbal praise wherever possible to recognise positive behaviour and actions
- nominate two children each week who have been identified by their teacher as consistently demonstrating good learning behaviour. These children will receive a certificate in assembly.
- award house point stickers, according to well-promoted criteria –
  - ⇒ Improved or outstanding learning at school or home
  - ⇒ Kindness and helpfulness
  - ⇒ Excellent behaviour and responsible actions
  - ⇒ Outstanding effort and perseverance
  - ⇒ Great collaborative skills

Children complete individual sticker charts – bronze, silver and gold, which lead to a reward; gold entitling children to a book of their choice.

### **If a child misbehaves, we will:**

- implement the 'Good to be Green' structure
- make sure they understand what action is needed, including clear descriptors for the different levels above
- praise, as soon as possible, when behaviour is acceptable
- if unacceptable behaviour persists, outline possible sanctions; these include -
  - ⇒ loss of playtime
  - ⇒ loss of privileges

- ⇒ informing parents of behaviour
- ⇒ keeping of home-school behaviour diary
- ⇒ exclusion (fixed term or permanent)

- carry out sanctions, when necessary
- encourage children to try to resolve disagreements, with support
- discuss incidents with all children involved, where necessary
- Red Card offences are recorded on SIMS

**Conclusion:** This policy has been agreed by all staff and governors, who recognise the need for a calm, consistent school environment. Children require clear expectations and boundaries; given these, they can more steadily achieve their potential.

This policy was ratified at a meeting of the governing body on \_\_\_\_\_